



## Mary H Wright Elementary

457 S. Church Street  
Spartanburg, SC 29306

<b>Grades</b>	PK-6 Elementary School	
<b>Enrollment</b>	370 Students	
<b>Principal</b>	Wanda Owens-Jackson	864-594-4477
<b>Superintendent</b>	Dr. Thomas D. White, Jr.	864-594-4400
<b>Board Chair</b>	Conrad C. Hurst, III	864-594-4400

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Below Average</b>	<b>Average</b>
2007	Below Average	Good
2006	Below Average	Good
2005	Average	Good
2004	Average	Excellent

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating**

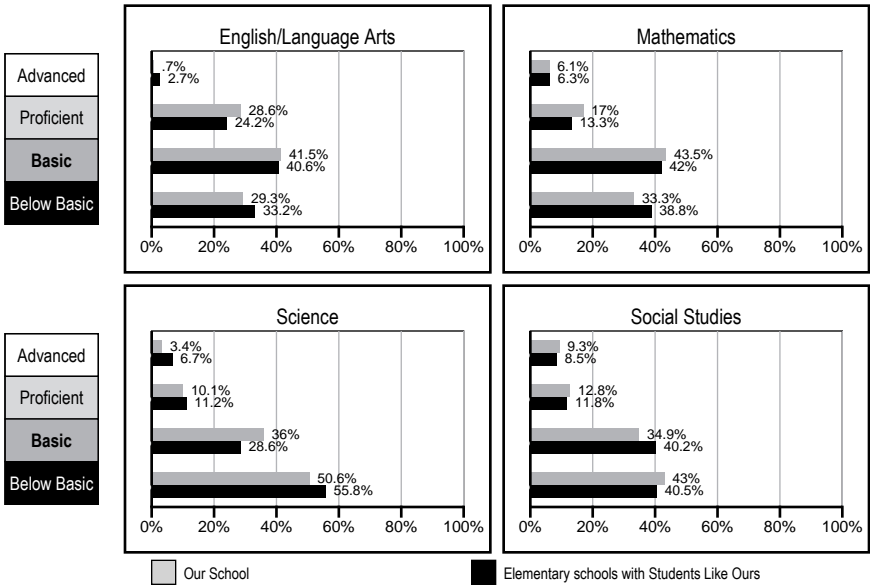
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.3%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
0	4	3	29	42

\* Ratings are calculated with data available by September 30.

**Palmetto Achievement Challenge Tests (PACT)**



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

**Definition of Critical Terms**

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable | N/AV–Not Available | N/C–Not Collected | N/R–Not Reported | I/S–Insufficient Sample

## School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=370)</b>				
First graders who attended full-day kindergarten	91.8%	Up from 77.8%	100.0%	100.0%
Retention rate	1.8%	Down from 3.4%	3.1%	2.3%
Attendance rate	94.9%	Up from 94.6%	96.0%	96.3%
Eligible for gifted and talented	3.4%	Up from 2.6%	2.7%	10.4%
With disabilities other than speech	7.8%	Down from 12.8%	7.6%	7.5%
Older than usual for grade	0.8%	No Change	1.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	10.3%	Up from 6.5%	0.0%	0.0%
<b>Teachers (n=28)</b>				
Teachers with advanced degrees	85.7%	Up from 72.7%	53.5%	56.7%
Continuing contract teachers	85.7%	Down from 93.9%	67.1%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	82.9%	Down from 89.7%	82.6%	86.4%
Teacher attendance rate	95.0%	Down from 95.4%	94.8%	94.9%
Average teacher salary	\$51,607	Up 3.8%	\$43,616	\$45,345
Professional development days/teacher	13.5 days	Down from 14.2 days	13.4 days	12.6 days
<b>School</b>				
Principal's years at school	4.0	Up from 0.0	3.0	4.0
Student-teacher ratio in core subjects	12.6 to 1	Down from 13.5 to 1	16.4 to 1	18.5 to 1
Prime instructional time	87.6%	Down from 87.7%	89.2%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil*	\$11,117	Down 52.2%	\$8,228	\$7,052
Percent of expenditures for instruction*	72.0%	Up from 61.6%	68.3%	69.1%
Percent of expenditures for teacher salaries*	68.7%	Up from 55.0%	60.5%	64.2%

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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**Report of Principal and School Improvement Council**

We, at Mary H. Wright, are on a journey to excellence. Our mission is to provide a diverse and supportive learning environment that empowers children to utilize information, skills, and the social awareness necessary to successfully function in our ever-changing society. We believe that the students are to be the focus of everything we do. Our nurturing staff works hard to provide students with educational experiences that go far beyond the classroom. Our students are told daily that we expect success from them.

Mary H. Wright Elementary is an inner-city school that serves approximately 390 students from Pre K-6th grade. Ninety-eight percent of our students receive free or reduced meals. We are the only school in the county that operates on a modified calendar. This model provides our students with continuous learning and opportunities for timely remediation throughout the year. It is our belief that with the proper guidance and nurturing, in an environment which is safe and physically comfortable, our children will become successful individuals who are educationally, socially, and intellectually prepared to meet the challenges of our complex world.

This school term we are fortunate to have implemented the Teacher Advancement Program (TAP). TAP is a comprehensive school reform aimed at restructuring and revitalizing the teaching profession while attaining measurable gains in student achievement. TAP provides teachers with powerful opportunities for career advancement, ongoing professional development, a fair accountability system, and performance pay.

Our test scores are rising from year to year. In fact, Mary H. Wright has been the recipient of the Palmetto Gold and Silver award for the last five years. Our pledge is to continue to strive for excellence with children as the focus of all our decisions.

Patricia Paul, Principal  
 Kyla Moore, SIC Chairperson

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	33	43	28
Percent satisfied with learning environment	87.1%	82.5%	80.8%
Percent satisfied with social and physical environment	84.4%	81.0%	78.6%
Percent satisfied with school-home relations	63.6%	83.7%	85.2%

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 10 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	<b>The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."</b>
HOLD	<b>The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."</b>

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.1%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.1%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	94.9%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

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**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	169	99.4	28.6	42.2	28.6	0.7	41.5	46.5	48.2	Yes	Yes
<b>Gender</b>											
Male	86	100	40	34.7	25.3	0	34.7	42.8	41.7	N/A	N/A
Female	83	98.8	16.7	50	31.9	1.4	48.6	50.3	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	4	I/S	I/S	I/S	I/S	I/S	I/S	69.9	60	I/S	I/S
African American	161	99.4	28.6	42.1	28.6	0.7	40.7	29.9	31.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	66.1	70.4	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	54.7	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
<b>Disability Status</b>											
Disabled	24	100	76.2	23.8	0	0	14.3	15.3	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	55.1	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	165	99.4	29.2	42.4	27.8	0.7	40.3	31.7	34	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

All Students	169	100	33.1	43.9	16.9	6.1	33.8	42.2	45.8	No	Yes
<b>Gender</b>											
Male	86	100	29.3	53.3	10.7	6.7	32	43.1	45.6	N/A	N/A
Female	83	100	37	34.2	23.3	5.5	35.6	41.3	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	4	I/S	I/S	I/S	I/S	I/S	I/S	69.6	59	I/S	I/S
African American	161	100	34	43.3	17	5.7	32.6	24.2	26.9	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	54.5	71.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	48.1	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	24	100	66.7	33.3	0	0	9.5	14	17.1	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	48.3	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	165	100	33.8	44.1	16.6	5.5	32.4	26.3	31.4	No	Yes

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	104	100	50	36.7	10	3.3	13.3	31.8	35.7	94.9	95.3
<b>Gender</b>											
Male	57	100	54	38	4	4	8	32.8	37.4	94.5	95.1
Female	47	100	45	35	17.5	2.5	20	30.8	33.8	95.2	95.5
<b>Racial/Ethnic Group</b>											
White	3	I/S	I/S	I/S	I/S	I/S	I/S	58.9	49.2	91.7	95.5
African American	98	100	49.4	36.5	10.6	3.5	14.1	14.1	17	94.9	95
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	40	58	95.3	96
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	40.8	24.9	93.7	95.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	95.9
<b>Disability Status</b>											
Disabled	13	100	60	30	10	0	10	11	14	94.2	93.9
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	97.8
<b>English Proficiency</b>											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	32.8	24.4	94.3	96
<b>Socio-Economic Status</b>											
Subsided meals	101	100	51.1	36.4	9.1	3.4	12.5	17.6	21.1	94.8	94.7
<b>Social Studies</b>											
All Students	102	100	42.5	34.5	13.8	9.2	23	31.3	34	94.9	95.3
<b>Gender</b>											
Male	49	100	43.9	29.3	19.5	7.3	26.8	34.8	36.6	94.5	95.1
Female	53	100	41.3	39.1	8.7	10.9	19.6	27.5	31.3	95.2	95.5
<b>Racial/Ethnic Group</b>											
White	2	I/S	I/S	I/S	I/S	I/S	I/S	57.4	44.5	91.7	95.5
African American	98	100	43.4	33.7	14.5	8.4	22.9	14.3	19.1	94.9	95
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	39.7	58.9	95.3	96
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	31.9	27.5	93.7	95.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	95.9
<b>Disability Status</b>											
Disabled	18	100	75	6.3	18.8	0	18.8	11.2	14.4	94.2	93.9
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	97.8
<b>English Proficiency</b>											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	36.4	27.3	94.3	96
<b>Socio-Economic Status</b>											
Subsided meals	100	100	43.5	32.9	14.1	9.4	23.5	17.7	21	94.8	94.7

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*	
<b>English/Language Arts</b>									
<b>2007</b>	3	40	100	32.4	44.1	20.6	2.9	23.5	
	4	36	100	24.1	41.4	34.5	0	34.5	
	5	52	100	30	57.5	12.5	0	12.5	
	6	53	96.2	34.8	45.7	15.2	4.3	19.6	
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	44	97.7	23.7	44.7	28.9	2.6	31.6	
	4	36	100	21.4	46.4	32.1	0	32.1	
	5	42	100	36.1	44.4	19.4	0	19.4	
	6	47	100	31.1	35.6	33.3	0	33.3	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Mathematics</b>									
<b>2007</b>	3	40	100	41.2	58.8	0	0	0	
	4	36	100	20.7	51.7	17.2	10.3	27.6	
	5	52	100	27.5	52.5	17.5	2.5	20	
	6	53	96.2	37	45.7	13	4.3	17.4	
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	44	100	43.6	43.6	10.3	2.6	12.8	
	4	36	100	32.1	42.9	10.7	14.3	25	
	5	42	100	27.8	50	19.4	2.8	22.2	
	6	47	100	28.9	40	24.4	6.7	31.1	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Science</b>									
<b>2007</b>	3	20	100	41.2	47.1	11.8	0	11.8	
	4	36	100	50	28.6	17.9	3.6	21.4	
	5	27	100	55	45	0	0	0	
	6	25	100	47.8	34.8	8.7	8.7	17.4	
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	23	100	57.1	38.1	4.8	0	4.8	
	4	36	100	57.1	28.6	14.3	0	14.3	
	5	21	100	16.7	50	16.7	16.7	33.3	
	6	24	100	60.9	34.8	4.3	0	4.3	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Social Studies</b>									
<b>2007</b>	3	20	100	17.6	64.7	11.8	5.9	17.6	
	4	36	100	25	64.3	7.1	3.6	10.7	
	5	25	100	30	40	20	10	30	
	6	27	96.3	43.5	43.5	8.7	4.3	13	
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	21	100	61.1	33.3	5.6	0	5.6	
	4	36	100	42.9	50	3.6	3.6	7.1	
	5	22	100	52.6	21.1	10.5	15.8	26.3	
	6	23	100	18.2	27.3	36.4	18.2	54.5	
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S

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